

## Class Time Management

- Create an agenda for class period and stick to it (write it on board or put it in front of you)
- Have clear objectives for the course overall and frequently review them with students so they know where they are going
- Plan ahead – come up with several short lessons or activities (back up plans) that you can weave into the course
- Prioritize – establish which is most important; don't sweat what you don't get to
- Highly structured:
  - Beginning – opening journaling
  - Middle -- lesson
  - End – review and discussion of homework for next class
- I have students who finish an assignment early, help someone who needs extra assistance – so more students get one-on-one help
- While in class, I follow my own syllabus. If a hearty discussion gets underway, I let it go for a few minutes, but I watch the clock. If too much time slips away, I alter the next class meeting so that all major objectives can be met. Otherwise, I may add to homework (which students love) to ensure the students (at least) have covered it. As a result, I have never fallen more than a day or two behind – and not been able to recover
- Publish weekly agendas for the class; review at the beginning of the first class of the week
- Write daily objectives on the board at the beginning of each class.
- Politely dismiss students desiring to talk about off schedule topics. Suggest office hours for resolution
- I use a study guide which I give out to students prior to the class in which the information will be discussed and relate my lecture to that study guide so students already have an idea of what they need to know
- When I use Power Point presentations, I time them, giving myself about 15 extra minutes for “unscheduled” discussions
- If a discussion extends (or seems as though it might extend) beyond time allowed, I simply remind students of the remaining information we have cover and politely suggest that we move on with the possibility of going back to the discussion at another time
- Instead of discussing everything in class, I allow students to express themselves via reaction papers
- Keep PPT slides to min. Rule -- 1 min/slide
- Control discussion so it does not take over lecture
- Revise what works and doesn't work wisely
- Work with mentors
- I really make a realistic syllabus and adhere to it. If students are confused, then I use office hours to iron out areas of confusion for them
- I always start with a written objective on the board, and I wrap up by asking what everyone learned during the daily lesson
- Starting on time
- Stay focused on subject matter, even if students seem more interested in the “side talks” by being firm and decisive should the need arise
- Having the end in view from the outset

- Introduce “catchy” content matter, if that would stimulate thought and enhance understanding so that precious time is not wasted trying to crack “hard nuts.”
- Quiz at start of class (first 5 minutes) helps to get students there, on-task, and focused on time
- Keep things entertaining
- At the beginning of class, suggest for students alternative strategies for note taking so they learn how to quickly and effectively take notes at college level
- At beginning of class, project a question or short assignment. As students come in, they can start on this while I am taking attendance or checking homework. Once these administrative tasks are done, it is easy to begin the day’s lesson
- I use the Power Point as a back up to my lecture – just in case students get too involved in discussion and we run short to time – they have an outline of the important concepts
- Limiting the number of topics covered and delving deeper into each one
- I generally plan a lot of group exercise and activities as a basis to teach concepts. If I run short of time, I can eliminate or shorten the activities and include more direct lecture
- If time becomes an issue, because the nature of my course requires student presentations, I can assign one of those to be a report on a topic or text chapter, and then simply supplement the information
- Place Power Points on web site for student access prior to class as preparation for class and to minimize writing in class
- Sometimes I go over 5 minutes in class, but then again I have a lot of information to cover and I usually apologize for going over time, but then again I get done early sometimes, so it balances out
- In class use open book/open note quizzes as a study guide to save some time.
- Combine two similar chapters information into one presentation
- Ask my students a lot of questions, i.e. “What do you need help with,” “What don’t you understand”
- Written key points to handout to students
- Refer them to review points in reading specific charts, etc.
- Print out certain parts of lecture, leave space for students to take notes. This saves student time from copying long passages. (e.g. word problems that we are about to solve.) Easier if students brought their textbooks, but many refuse to lug their heavy textbooks with them
- Answers to homework and exams are written out in detail with explanations and posted online and made available at the reserve desk. That way we don’t have to go over every homework problem
- Cover lecture material first and activities are last. Activities can be completed on own sometimes or if necessary, eliminated
- Make a schedule for the whole semester. Revise as needed. Over time I get better at making a schedule I can stick to from start to finish based on how long it takes students to learn a particular subject and how much review to do